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Spring 1-2003

### PSYC 336.01: Child and Adolescent Psychological Disorders

D. Balfour Jeffrey

*University of Montana - Missoula*

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CHILD AND ADOLESCENT PSYCHOLOGICAL DISORDERS

Class: MWF, 9:10 am - 10:00 am, JOUR 304

Office: SB 310, Office Phone 243-5664, Home Phone 543-7941

Office Hours: Tuesday 2:00 – 3:30, Thursday 3:00 – 4:30, and by appointment

Objectives:

1. To adopt a scientific approach to the understanding of child and adolescent psychological disorders.
2. To learn basic facts, principles and issues about the characteristics, etiology, assessment, treatment, and prevention of child and adolescent clinical disorders.
3. To expand your interest and sensitivity for children and adolescents.
4. To apply this course to your own lives and careers.

Prerequisites: Psyc 100, Psyc 240 – Child Development

Required Readings:

Mash, E.J. & Wolfe, D.A., Abnormal Child Psychology (Second Edition) (2002). Belmont, CA, Wadsworth.

A few additional readings may be assigned.

Recommended Readings:

American Psychiatric Association, Diagnostic & Statistical Manual, IV Edition (on reserve)

Kearney, C. (1999) Case book in child behavior disorders, Pacific Grove: CA: Brooks/Cole.

Lewis, M. (1991) Edited. Child and Adolescent Psychiatry: A Comprehensive Textbook. Baltimore: Williams & Wilkins

Mash & Barkley, (1996) Child Psychopathology, New York: Guilford

National Center for Clinical Infant Programs. Diagnostic Classification: 0-3 years.

Evaluation:

1. Students are responsible for all class lectures, presentations, films, discussions, and required readings.
2. Please be on time: Class will start promptly at 9:10 and end at 10:00. Any student late may lose one point per late day.
3. There will be three (3) exams (60 points each). They will typically include multiple choice and essay questions.
4. There will be no make-up exams. If you do not take an exam, you will receive zero points for that exam. The final exam is 60 points. No early exams will be given. If you cannot be here for the final exam, then you should not take the course this semester.
5. The final exam will count 1/3 and the two highest hourly exams will count 2/3. Thus, a student can throw out his/her lowest hourly exam or not take one of the hourly exams.
6. In addition, students who take the three hourly exams and are satisfied with their grade may elect to not take the final exam.
7. Bring to exams a clean, flat, unfolded NCS Test Sheet and a #2 pencil.
8. Total points will determine a student's final grade (total points = 180).  
A=90%, B=80%, C=70%, D=60%, F<60%

Students with Disabilities: If you are requesting an accommodation, please see Professor Jeffrey the first week.

## SCHEDULE

<u>WEEK</u>	<u>Date</u>		
1	January 27	Introduction	Ch. 1
2	February 3	Theories and Causes	Ch. 2
3	February 10	Research Strategies Feb. 14 last day to add/drop	Ch. 3
4	February 17	(Monday – President's Day) Assessment, Diagnosis, & Treatment	Ch. 4
5	February 24	Attention Deficit/Hyperactivity Disorder	Ch. 5
<b>FRIDAY February 28 -- EXAM 1</b>			
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<u>WEEK</u>	<u>Date</u>		
6	March 3	Conduct Problems	Ch. 6
7	March 10	Anxiety Disorder	Ch. 7
8	March 17	Mood Disorder	Ch. 8
	March 24-28	Spring Vacation	
9	March 31	Mental Retardation	Ch. 9
<b>FRIDAY April 4 -- EXAM 2</b>			
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<u>WEEK</u>	<u>Date</u>		
10	April 7	Autism & Schizophrenia	Ch. 10
11	April 14	Health-Related Disorders	Ch. 12
12	April 21	Eating Disorders & Related Conditions	Ch. 13
13	April 28	Child Abuse & Neglect	Ch. 14
14`	May 5	<b>Monday May 5 -- EXAM 3</b>	
15	May 12	<b>THURSDAY May 15 -- Final EXAM NO EARLY EXAMS</b>	<b>10:10-12:10</b>